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CBSE 7201T

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**Annotated Bibliography of 25 Articles**

Taguchi, E. t., Melhem, L. l., & Kawaguchi, T. a. (2016). Assisted reading: A flexible

approach to L2 reading fluency building. *Reading Matrix: An International Online*

*Journal*, *16*(1), 106-118.

In this paper, the authors emphasize the importance of assisted reading and propose it [Assisted Reading] as a flexible method for developing reading fluency for L2 readers of varying levels of reading proficiency. Based on the results of their study, Assisted Reading provides L2 readers with powerful scaffolding which empowers students to increasingly read faster and comprehend better.

In this paper, it is also discussed why reading fluency is critical in reading; provided a brief overview of methods for developing reading fluency; and finally suggest Assisted Reading as a flexible and promising approach.

Its results show that for L1 (level 1) and L2 (level 2) readers, it takes a great amount of time and effort to develop fluency in reading, as L2 readers often lack the sufficient reading input needed to develop their fluency (Taguchi, Melhem, and Kawaguchi, 2016). Due to underdeveloped fluency, these readers simply do not read much. This limits opportunities to develop necessary reading skills, potentially preventing them from ever becoming good readers in their lifetime. In contrast, readers with well-developed fluency are willing to read often, which leads to reading skills acquisition and good comprehension.

Hapstak, J., & Tracey, D. H. (2007). Effects of assisted-repeated reading on students of

varying reading ability: a single-subject experimental research study. *Reading*

*Horizons*, *47*(4), 315-334.

In this study, the authors examined the effects of assisted-repeated reading on four first grade students whose reading ability varied (a special education student, a non-classified poor reader, an English Language Learner (ELL) student, and a general education student) to determine if an assisted repeated reading intervention is differentially effective for students of differing academic profiles. The students engaged in assisted-repeated reading two times a week for eight weeks. Each session lasted up to 15 minutes. A baseline was established for each student prior to the start of the intervention. The findings of this study support a positive relationship between assisted-repeated reading and improved reading fluency, with the greatest gains made by those students whose reading difficulty stemmed from a decoding deficiency— the special education student and the non-classified poor reader.

The method used in this study was single-subject experimental research. The present study was created to extend the results of previous studies on repeated reading by comparing students in the same grade level but of varying reading abilities through the use of a single-subject experimental design.

Rasinski, T., & Young, C. (2014). Assisted reading-a bridge from fluency to comprehension.

*New England Reading Association Journal*, *50*(1), 1-4.

In this article, the authors stress the idea that students do not instantly become fluent readers and that fluency requires a process of practice, but a certain kind of process of practice. As in most learning endeavors, one must first see (and hear) what is expected of him/her; then the learner must practice the task under the guidance of a teacher or coach; finally, with sufficient practice, the learner is able to perform the task independently and proficiently on his/her own. This learning process has been called the gradual release of responsibility (Rasinski& Young, 2014). They [authors] say, “The critical part of the gradual release of responsibility is the middle portion where the teacher assists the learner in sharing responsibility for performing the task. In reading fluency this is assisted reading”.

In this article, the authors shared some proven ways (such as paired reading and reading together) of making assisted reading happen in classroom and clinical settings. When informed teachers begin to integrate and apply assisted reading strategies into their reading curriculum, reading outcomes for all students are sure to improve.

Stevens, R. J. (2006). Developing reading fluency: What does the research say? *Catalyst For*

*Change*, *34*(1), 37-44.

In this article, the author discusses the idea that “the development of reading fluency is a critical process as students learn to read and is instrumental for effective reading comprehension. Students who are slow to develop fluency, often exhibit poor reading comprehension as a result”. He [the author] also claims that fluent readers process larger chunks of information in more comprehensible units and develop more automatic decoding processes.

In his article, Stevens presents the research that supports high quantity and high quality practice in oral reading as the most effective technique for developing reading fluency for all students. A variety of instructional methods, including partner reading, repeated reading, and assisted reading, have been shown to produce measurable increases in students' reading fluency.

Its results show that for most students, practice alone through the use of partner reading or repeated reading will in the long term help them develop automaticity and reading fluency. Students of lower reading ability (e.g., reading fewer than 45 words per minute) seem to benefit from having the auditory model found in assisted reading to help promote appropriate phrasing and prosodic reading necessary for reading fluency. Finally, students with particularly low reading ability and those whose reading fluency does not improve may benefit from practice that improves their processing speed and their ability to name letters and numbers very quickly. Students who are falling the furthest behind their peers in reading fluency and comprehension will benefit most from a combination of all three instructional methods: oral reading practice, assisted reading to develop prosody, and speed of processing practice (Stevens, 2006).

Dowhower, S. L. (1987). Effects of repeated reading on second-grade transitional readers'

fluency and comprehension. *Reading Research Quarterly*, 389-406.

The study was designed to investigate the effect of two repeated reading procedures on second grade transitional readers' oral reading performance with practiced unpracticed passages. Seventeen transitional readers were selected on the basis of average better decoding ability but below-average reading rate and were assigned to one of two of repeated reading training, using either a read-along procedure or independent practice. Results showed that transitional readers' rate, accuracy, comprehension, and prosodic reading (reading in meaningful phrases) were significantly improved by repeated reading practice regardless of the training procedure employed. Gains in repeated reading of practiced sages transferred to unpracticed, similar passages; however, practice on a single passage not as effective as practice on a series of passages. Prosodic reading was most facilitated the read-along procedure.

Results of this investigation showed transitional readers' rate, accuracy, comprehension, and prosodic reading (reading in meaningful phrases) with practiced and unpracticed passages were significantly improved by repeated reading regardless of the training procedure employed. In sum, the results are in line with the findings obtained by other researchers who have reported gains in reading rate and word recognition accuracy after repeated reading.

Hudson, R. F., Lane, H. B., & Pullen, P. C. (2005). Reading fluency assessment and instruction:

What, why, and how? *The Reading Teacher*, *58*(8), 702-714.

This research has clearly demonstrated the importance of fluency in the development of reading proficiency, and a variety of effective methods for the assessment and instruction that have been developed. For example, the authors describe several effective methods (timed repeated readings, repeated readings with recorded models, readers’ theater, radio readings, and self-recordings) for improving prosody through assisted reading with fluent models. One of them: “an echo reading is a technique in which the teacher reads a phrase or sentence and the student reads the same material just behind him or her. In unison reading, the teacher and student read together, and in assisted cloze reading, the teacher reads the text and stops occasionally for the student to read the next word in the text” (Hudson, R. F., Lane, H. B., & Pullen, P. C., 2005).

Keyes, S., Cartledge, G., Gibson Jr., L., & Robinson-Ervin, P. (2016). Programming for

generalization of oral reading fluency using computer-assisted instruction and changing

fluency criteria. *Education & Treatment of Children*, *39*(2), 141-172.

Unlike other articles that discuss only techniques of the assisted or repeated reading, this study examined the effectiveness of a supplemental repeated reading intervention delivered through a computer- assisted instruction (CAI) program on the oral reading fluency (ORF) and comprehension of second graders who were at risk for reading failure. Six students received the Read Naturally Software Edition (RNSE) treatment passages three to four times a week for 7 to 12 weeks. A multiple baseline across participants design with embedded changing criteria tactics revealed ORF increases for all six participants. AIMSweb stories and various classroom reading materials were used to assess students’ outcomes.

The reported results show that five of the six participants increased their ORF on both generalization measures. Comprehension assessments revealed mixed results. The article also discussed possible implications for urban students, as well as, its [study] limitations.

Esteves, K. J., & Whitten, E. (2011). Assisted reading with digital audio books for students

with reading disabilities. *Reading Horizons*, *51*(1), 21-40.

As the authors state in the article, the goal of this study was to compare the assisted reading (using digital audio books) with the traditional practice of sustained silent reading (SSR) in terms of reading fluency and reading attitude with upper elementary students who had various reading disabilities.

Treatment group participants selected authentic children's literature and engaged in assisted reading with digital audio books four to five times per week over an eight-week implementation period. The results that were collected over the eight-week implementation period showed that while all students demonstrated growth in reading fluency as calculated by words read correctly per minute, the growth of the treatment group far outweighed that of the control group. There was no significant difference in reading attitude scores. Consequently, this study shows that teachers can promote greater growth in reading fluency when assisted reading with digital audio books is implemented in the place of SSR.

Barton-Arwood, S. M., Wehby, J. H., & Falk, K. B. (2005). Reading instruction for elementary-

age students with emotional and behavioral disorders: Academic and behavioral

outcomes. *Exceptional Children*, *72*(1), 7-27.

It is really interesting to find articles that discuss not only how assisted reading instruction improves reading fluency and comprehension, but also impacts behaviors. This study evaluated the effects of a reading intervention on the reading achievement and social behaviors of 6 third-grade students with emotional/behavioral disorders. Reading instruction occurred 4 days a week using the Horizons Fast Track reading program and Peer-Assisted Learning Strategies.

At the end of the study, its analyses indicated variable improvements in basic reading skills with limited transfer to oral reading fluency. Outcomes for social behaviors indicated that changes in total inappropriate behavior were not directly related to the reading intervention; improved engagement appeared related to intervention but not necessarily reading achievement. Results are discussed in the context of possible reasons for differential responding and implications for practice and future research.

Therrien, W. J. (2004). Fluency and comprehension gains as a result of repeated reading a meta-

analysis. *Remedial and special education*, *25*(4), 252-261.

In this study, the aim was to help students who have reading deficiencies, although they did not have any mental or physical handicaps, to overcome their reading problems. Repeated reading is an evidenced-based strategy designed to increase reading fluency and comprehension. The author conducted a meta-analysis to ascertain essential instructional components of repeated reading and the effect of repeated reading on reading fluency and comprehension. This analysis indicates that repeated reading can be used effectively with nondisabled students and students with learning disabilities to increase reading fluency and comprehension on a particular passage and as an intervention to increase overall fluency and comprehension ability. Essential instructional components of repeated reading varied as a function of the type of repeated reading (i.e., whether effectiveness was evaluated reading the same passage or different passages). In addition, it was also observed that methods of the repeated reading, which were applied in the study, had a positive influence on the self-confidence of the students in terms of reading.

Falth, L., Gustafson, S., Tjus, T., Heimann, M., &Svensson, I. (2013). Computer-assisted

interventions targeting reading skills of children with reading disabilities: A longitudinal study.

*Dyslexia*, *19*(1), 37-53.

In this paper, the authors presented a study, the purpose of which was to examine the effects of three computerized interventions on the reading skills of children with reading disabilities in grade 2. This longitudinal intervention study included five test sessions over 1 year. Two test points occur before the intervention, and three afterwards. The last follow-up was conducted 1 year after the first measurement. One hundred thirty children in grade 2 participated in the study. Three groups of children with reading difficulties received computerized training programs: one aimed at improving word decoding skills and phonological abilities, the second focused on word and sentence levels and the third was a combination of these two training programs. A fourth group received ordinary special instruction. In addition, there was one comparison group with age-matched typical readers.

Based on the results, all groups that took part in the study improved their reading skills. The group that received combined training showed greater improvement than the one with ordinary special instruction and the group of typical readers at two follow-ups. The longitudinal results indicated additional positive results for the group that received the combined training, the majority of students from that group being no longer judged to be needing special education 1 year after the intervention.

Gibson, L., Cartledge, G., & Keyes, S. E. (2011). A preliminary investigation of supplemental

computer-assisted reading instruction on the oral reading fluency and comprehension of first-

grade African American urban students. *Journal of Behavioral Education*, *20*(4), 260-282.

According to the authors, this investigation examined the effects of a computerized supplemental reading program on the oral reading fluency, reading growth rates, and comprehension of 8 African American first graders. Participants were selected for this study according to scores within risk categories on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) oral reading fluency (ORF) winter benchmark, indicating the potential for reading failure. Participants engaged in a supplemental, computer-based reading program designed to improve reading fluency and comprehension. Treatment sessions were conducted 3–4 times per week, for 14–16 weeks. Following the treatment, each participant received the spring benchmark as a post-test measure.

The results [that were based on a pre-intervention/post-intervention analysis] showed that all of the participants increased their reading fluency, 5 of the 8 participants reduced their risk status, and 7 of the 8 students increased their reading rate. All of the students improved their comprehension scores. The results supported supplementary interventions and computer-based reading programs.

Hawkins, R. O., Marsicano, R., Schmitt, A. J., McCallum, E., &Musti-Rao, S. (2015).

Comparing the efficiency of repeated reading and listening-while-reading to improve fluency

and comprehension. *Education and Treatment of Children*, *38*(1), 49-70.

In this study, the alternating treatments design was used to compare the effects of two reading fluency interventions on the oral reading fluency and accuracy of four fourth-grade students. Also, by taking into account time spent in intervention, the efficiency of the two interventions was compared. In the adult-mediated repeated reading (RR) condition, students read a grade-level passage aloud to an adult. The adult provided the students with error correction of oral reading miscues. In the listening-while-reading (LWR) condition, students read along aloud with audio recorded readings of passages using an MP3 player. The RR and LWR conditions had similar effects on reading fluency for three participants and the RR was more effective for one participant. When accounting for instructional time, the LWR condition was more efficient at improving reading fluency for three of the four participants. The same pattern of results was evident in Maze comprehension data.

Webb, S., & Chang, A. C. (2012). Vocabulary learning through assisted and unassisted repeated

reading. *Canadian Modern Language Review*, *68*(3), 267-290.

In their research, Webb and Chang investigated “the effects of unassisted and assisted repeated reading has primarily focused on how each approach may contribute to improvement in reading comprehension and fluency” (2012, p. 267). This study investigated the effects of assisted and unassisted repeated reading on incidental vocabulary learning with beginner readers over two seven-week periods. A total of 82 students who were 15–16 years old and studying English as a foreign language in Taiwan read or read and listened to 28 short texts several times. To measure the effects of each condition, a modified vocabulary-knowledge scale was used in a pretest and post-test design. The results of the study indicated that both types of repeated reading contributed to vocabulary learning with assisted repeated reading leading to significantly greater vocabulary knowledge. The implications for the development of reading skills and vocabulary size were discussed by the authors in details.

Laitusis, C. C. (2010). Examining the impact of audio presentation on tests of reading

comprehension. *Applied Measurement in Education*, *23*(2), 153-167.

This study examined the impact of a read-aloud accommodation on standardized test scores of reading comprehension at grades 4 and 8. Under a repeated measures design, students with and without reading-based learning disabilities took both a standard administration and a read-aloud administration of a reading comprehension test. Results show that the mean score on the audio version was higher than scores on the standard version for both groups of students at both grade levels. Students with reading-based learning disabilities at both levels benefited differentially more than students with no disability. This finding continues to hold after controlling for reading fluency and ceiling effects at both grades. The results also examined the relationship between test scores and teachers’ ratings of reading comprehension to determine which measures are the better predictors of teachers’ ratings of reading comprehension by grade and disability classification.

Izzo, M. V., Yurick, A., &McArrell, B. (2009). Supported eText: Effects of text-to-speech on

access and achievement for high school students with disabilities. *Journal of Special Education*

*Technology*, *24*(3), 9-20.

The authors of the study state that “students with disabilities often lack the skills required to access the general education curriculum and achievesuccess in school and post school environments” (Izzo, Yurick, and McArrell, 2009). They also emphasize that “evidence suggests that using assistive technologies such as digital texts and translational supports enhances outcomes for these students” (p. 11). The purpose of the current study was to examine the effects of a text-to-speech screen reader program on the academic achievement of high school students with disabilities in an online transition curriculum emphasizing information literacy. The text-to-speech support was introduced and withdrawn in a reversal design across 10 curriculum units. Based on the results of study, the conclusions were drawn that suggest that the text-to-speech support increased unit quiz and reading comprehension performance. Also, there are the possible implications for practice and future research are discussed in the study.

Homan, S. P., & Klesius, D. (1993). Effects of repeated readings and non-repetitive strategies on

students' fluency and comprehension. *Journal of Educational Research*, *87*(2), 94-99.

By conducting this study, the authors wanted to examine the effects of the repeated reading and assisted non-repetitive strategies such as close reading, echo reading, unison reading and reading comprehension. Likewise in other studies, which results also demonstrated improved fluency, this study’s results indicated that both fluency and reading comprehension were improved with six-grade students who participated in it. After analyzing the results, the author concluded that students significantly improved both fluency and comprehension in a 7-week period from implementing both types of strategies: repetitive and non-repetitive reading.

Koskinen, P. S., Blum, I. H., Bisson, S. A., Phillips, S. M., Creamer, T. S., & Baker, T. K.

(2000). Book access, shared reading, and audio models: The effects of supporting the literacy

learning of linguistically diverse students in school and at home. *Journal of Educational*

*Psychology*, *92*(1), 23-36.

Sixteen teachers and their 162 first-grade students participated in this study to explore the impact of book-rich classroom environments and home rereading, with and without an audio model, on reading motivation, comprehension, and fluency. Classrooms with both students who speak English as a second language and native English-speaking students were in 1 of 4 conditions: book-rich classroom environment, book-rich classroom environment and daily rereading of books at home, book-rich classroom environment and daily rereading of books with audio tapes at home, and unmodified reading instruction at school. There was enhanced comprehension for book-rich classrooms, both with and without a home component. Furthermore, home-based rereading increased students' reading motivation and promoted parental involvement. Use of audio models provided particular benefits for students learning to speak English.

Swain, K. D., Leader-Janssen, E. M., & Conley, P. (2013). Effects of repeated reading and

listening passage preview on oral reading fluency. *Reading Improvement*, *50*(1), 12-18.

This case study examined the effectiveness of three fluency interventions (i.e., repeated reading, audio listening passage preview and teacher modeled listening passage preview) with a fifth grade student struggling with fluency skills. According to research, effective reading instruction should include phonological awareness, decoding skills, vocabulary, fluency practice and variety of reading comprehension strategies , and if a student is struggling in one or more of those essential components, reading becomes laborious. When compared to baseline, each intervention increased oral reading fluency by the end of the 7 weeks of intervention. Teacher modeled listening passage preview resulted in the greatest fluency growth using R-CBM passages.

Taguchi, E., Gorsuch, G., Takayasu-Maass, M., & Snipp, K. (2012). Assisted repeated reading

with an advanced-level Japanese EFL reader: A longitudinal diary study. *Reading in a Foreign*

*Language*, *24*(1), 30-55.

At the beginning of the study, the authors stress that “reading fluency has attracted the attention of reading researchers and has become a priority issue in English as a first language (L1) settings. It has also become a critical issue in English as a second or foreign language (L2) settings because the lack of fluency is considered a major obstacle to developing independent readers with good comprehension skills” (Taguchi, Gorsuch, Takayasu-Maass, and Snipp, p.30). Extensive research has been conducted to show the positive effects of RR in English L1 settings. A growing number of L2 reading researchers have demonstrated that RR may be a promising approach for building fluency and comprehension in L2 settings. However, while L1 research has demonstrated a robust correlation between improved reading fluency and enhanced comprehension, L2 fluency research has not yet shown such a strong correlation.

The present study attempts to reveal the inner process of L2 reading fluency development through RR for an advanced-level L2 reader who is articulate in describing her metacognitive processes. Using a diary study approach comprising more than 70 RR sessions over the course of 14 weeks, the current study investigated an L2 reader with good comprehension skills engaging in RR. This study was designed to investigate specifically how her reading fluency developed and how her comprehension changed during the course of the treatment.

Chang, A. C., & Millett, S. (2015). Improving reading rates and comprehension through audio-

assisted extensive reading for beginner learners. *System*, *52*91-102.

doi:10.1016/j.system.2015.05.003

This study investigates the effect of the audio-assisted reading on reading rates and comprehension, which relates to the topic of my action research. The group of participants

(secondary students) consisted of sixty-four students that were divided into two groups. Group one received a treatment of silent reading and group two received audio-assisted reading over a 26-week period for 90 min each week. A pre-test, post-test and a tree-months delayed post-test were administered to all students. The test results show that both groups improved their reading rates as well as reading comprehension levels. However, the audio-assisted reading group’s improvement in reading rates and comprehension was much higher than for the silent reading group.

Dalton, B., & Grisham, D. L. (2011). eVoc strategies: 10 ways to use technology to build

vocabulary. *Reading Teacher*, *64*(5), 306-317.

This article describes the 10 eVoc strategies that use technology to support the wide reading, direct instruction, active learning, and interest in words that are essential to vocabulary development. They [strategies] also hold promise for improving vocabulary learning in intermediate grades and that employ digital tools and resources that are readily available to implement in today’s schools. Given the fast pace of technology innovation, not all of these eVoc strategies have direct research evidence; however, they are all supported by research on effective vocabulary instruction, much of it carried out with print materials (National Institute of Child Health and Human Development [NICHD], 2000).

Kaşkaya, A. a. (2016). Improving reading fluency and reading comprehension with NIM-

assisted teaching: an activity research. *Education & Science / EgitimVeBilim*, *41*(185),

281-297. doi:10.15390/EB.2016.4949

In her study, Kaşkaya emphasizes that “reading fluency and reading comprehension are the most prominent characteristics of a good reader” (p. 281). Therefore, the aim of her study is to help the students who have reading deficiencies although they do not have any mental or physical handicaps to overcome their reading problems. For this purpose, The Neurological Impress Method (NIM) was applied accompanied by various activities that aim to develop the “Sight Words” capacities of the students in the process of teaching how to read. Two students who had insufficiency in reading although were included in the study. The Activity Research Method was adopted in the study. The purpose was to improve the NIM process. The reading levels of the students in the study were determined by using the “Mistake Analysis Inventory”. The levels of the texts used in the study were determined by using the “Fog Test”.

According to the results of the study, it was observed that the method, which was performed by converting the words in the text into Sight Words, ensured that the students acquired reading fluency skills, and improved their comprehension skills. In addition, it was also observed that NIM-assisted reading process, which was applied in the study, had a positive influence on the self-confidence of the students in terms of reading.

Saine, N. L., Lerkkanen, M., Ahonen, T., Tolvanen, A., &Lyytinen, H. (2011). Computer-

assisted remedial reading intervention for school beginners at risk for reading

disability. *Child Development*, *82*(3), 1013-1028. doi:10.1111/j.1467-8624.2011.01580.x

“Poor phonological awareness and letter knowledge have been acknowledged as main obstacles to successful reading acquisition” (Saine, Lerkkanen, Ahonen, Tolvanen, Lyytinen, 2011). The aim of this longitudinal study was to investigate whether a computer application designed for remedial reading training can enhance letter knowledge, reading accuracy, fluency, and spelling of at-risk children. The participants, 7-year-old school beginners (number = 166), were assigned to 1 of 3 groups: (a) regular remedial reading intervention (n = 25), (b) computer-assessed reading intervention (n = 25), and (c) mainstream reading instruction (n = 116).

Based on the results, computer-assisted remedial reading intervention was highly beneficial, whereas regular type of intervention was less successful. The results indicated that at risk children require computer-based letter–name and letter–sound training to acquire adequate decoding and spelling skills, and to reach the level of their non-at-risk peers.

Torgesen, J. K., Wagner, R. K., Rashotte, C. A., Herron, J., & Lindamood, P. (2010). Computer

assisted instruction to prevent early reading difficulties in students at risk for dyslexia:

Outcomes from two instructional approaches. *Annals of Dyslexia*, *60*(1), 40–56.

http://doi.org/10.1007/s11881-009-0032-y

In this study, the authors investigate the factors that make it difficult for many students to learn to read well in first and second grade. Although reading difficulties can arise from many sources, one subgroup of poor readers, in particular, is of special interest in this study - these are students who are at risk for reading difficulties because of weaknesses in the phonological component of their natural capacity for language (Torgesen, Wagner, Rashotte, Herron, & Lindamood, 2010). These difficulties have a serious impact on the development of reading fluency and reading comprehension. Students with these types of primary reading difficulties are currently labeled dyslexic.

The present study evaluates the effectiveness of two computer programs within a context that may be particularly helpful for students with dyslexia or other reading disabilities. In both programs studied, computer activities were tightly linked to instruction provided by the intervention teacher. In the case of one program, Read, Write, and Type (RWT), specific teacher lessons were developed to help students prepare for learning and practice on a computer program that had been previously developed. In the other case, software was developed to support the instruction provided in a program that already had an extensive history of use to guide teacher-led instruction for students with dyslexia (Torgesen, et al., 2010).

**References:**

Barton-Arwood, S. M., Wehby, J. H., & Falk, K. B. (2005). Reading instruction for elementary-

age students with emotional and behavioral disorders: academic and behavioral

outcomes. *Exceptional Children*, *72*(1), 7-27.

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computer-assisted reading instruction on the oral reading fluency and comprehension of first-

grade African American urban students. *Journal of Behavioral Education*, *20*(4), 260-282.

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Haupt, J. j. (2015). The use of a computer-based reading rate development program on pre-

university intermediate level ESL learners' reading speeds. *Reading Matrix: An*

*International Online Journal*, *15*(1), 1-14.

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and comprehension. *Education and Treatment of Children*, *38*(1), 49-70.

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students' fluency and comprehension. *Journal of Educational Research*, *87*(2), 94-99.

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What, why, and how? *The Reading Teacher*, *58*(8), 702-714.

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*Psychology*, *92*(1), 23-36.

Laitusis, C. C. (2010). Examining the impact of audio presentation on tests of reading

comprehension. *Applied Measurement in Education*, *23*(2), 153-167.

Larson, L. C. (2015). E-books and audiobooks: Extending the digital reading experience.

*Reading Teacher*, *69*(2), 169-177.

Rasinski, T., & Young, C. (2014). Assisted reading-a bridge from fluency to

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Saine, N. L., Lerkkanen, M., Ahonen, T., Tolvanen, A., & Lyytinen, H. (2010). Predicting word-

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*Individual Differences*, *20*(5), 402-414. doi:10.1016/j.lindif.2010.06.004

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